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ABSTRACT

This publication presents a summary of South Carolina's use of funds provided by Chapter 1 of the Education Consolidation and Improvement Act as an educational resource for educationally deprived children from 1985 to 1989, and identifies projects exhibiting the greatest gains in student achievement during fiscal year 1989. The report consists of two principal parts. The first part presents statistical data summarizing the impact of Chapter 1 resources statewide over the past five years in the following areas: (1) state allocation; (2) number of students participating; (3) participants by instructional category; (4) personnel employed to serve Chapter 1 students; (5) budget funds by type of service; (6) program effectiveness in terms of National Curve Equivalent (NCE) gains; (7) services provided for parents; and (8) number of professionals and paraprofessionals employed. The second part of the report describes 25 Chapter 1 projects that have exhibited significant gains at all grade levels served. The projects fall within the following categories: (1) readiness; (2) kindergarten; (3) reading; (4) mathematics; and (5) parent involvement. Each project description follows a similar format offering a concise overview and comparative information, including kinds of instructional materials and supplies used. These summaries are intended to provide a resource for ideas, to offer an array of potential solutions, and to stimulate districts to review other successful Chapter 1 programs. (AF)

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Chapter I as an Educational Resource in South Carolina

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Chapter 1 as an Educational Resource in South Carolina

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Introduction

In 1965, Congress enacted the Elementary and Secondary Education Act (ESEA). The largest financial component of this act, Title I, was designed to provide financial assistance in order to meet the special educational needs of children who are educationally deprived and who reside in areas having high concentrations of children from low-income families. In 1981, Public Law 97-35, the Education and Consolidation Improvement Act, extended Title I type financial assistance to local educational agencies to meet the special needs of disadvantaged children and changed the Title I designation to Chapter 1 of the act. Even though Title I ESEA had been amended many times, its basic "declaration of policy," as most recently stated in Public Law 97-35 (Chapter 1), remains as follows:

> The Congress declares it to be the policy of the United States to continue to provide financial assistance to State and local educational agencies to meet the special needs of educationally deprived children, on the basis of entitlements calculated under Title I of the Elementary and Secondary Education Act of 1965 . . . Further, the Congress recognizes the special educational needs of children of low-income families, and that concentrations of such children in local educational agencies adversely affect their ability to provide educational programs which will meet the needs of such children.
>
> Section 552, Public Law 97-35

Title I/Chapter 1 has funded compensatory education services for South Carolina school children for twenty-four years. All children served are educationally deprived; Title I/Chapter 1 services attempt to provide the special assistance required to enable these youngsters to reach the educational achievement level appropriate for their ages.

This publication presents a summary of South Carolina's utilization of Title I/Chapter 1 funds as an educational resource for these specially identified children during the past five years, and identifies those projects exhibiting the greatest gains in terms of student achievement during FY 1989.

Table of Contents

Page

Title I / Chapter 1 as an Educational Resource–A State Summary 1

Exhibiting the Chapter 1 "Programs That Work" 5

Readiness 7

Kindergarten 13

Reading 17

Mathematics 33

Parent Involvement 41

Title I/Chapter 1 as an Educational Resource A State Summary

This report consists of several tables which are intended to illustrate the extent to which Title I/Chapter 1 as an educational resource has impacted on South Carolina.

State Allocation

Title I/Chapter 1 funds are distributed to each state according to a prescribed formula which is contained in the law. Basically, the funds reflect the number of low-income five to seventeen-year-old children residing in each state at the time the latest decennial census is taken. Each school district receives its proportionate share of state funds based on the number of low-income students residing in the district according to the census.

The following chart shows the amount of Title I/Chapter 1 funds received annually by South Carolina school districts for the past five years.

1985	$46,953,347
1986	$49,471,134
1987	$47,254,856
1988	$53,351,457
1989	$60,016,983

Number of Students Participating

The intended beneficiaries of Title I/Chapter 1 are educationally deprived children who live in school attendance areas having high concentrations of low-income families. Eligible school attendance areas are identified and ranked on the basis of family income level. Those eligible school attendance areas with the highest percentages or numbers of educationally deprived children from low-income families are selected for Title I/Chapter 1 funding. Individual children within a selected school are eligible to be served on the basis of educational need. The selection of children to participate in the Title I/Chapter 1 program requires the completion of specific needs assessment activities to assure compliance with the law and to confirm that the children most in need of educational help are identified and served.

The following chart shows the number of students served by Title I/Chapter 1 for the past five years (duplicated count).

1985	74,978
1986	78,166
1987	69,569
1988	76,240
1989	76,385

Participants by Instructional Category

The chart below indicates that during the past five years more students have participated in reading activities than in any other instructional activity, with heavy emphasis also on mathematics. These facts reflect the state's continuing emphasis on the improvement of basic skills.

	1985	1986	1987	1988	1989
Prekindergarten and Kindergarten	1,484	2,767	3,050	3,251	3,847
Other--Readiness	4,403	3,391	2,400	3,702	3,605
English, Reading/English, Other Language Arts	38,597	40,513	36,171	38,905	38,872
Mathematics	28,268	30,263	26,398	28,439	27,262
Special Activities for Handicapped	0	0	0	0	0
Other Instructional Activities (Neglected and Delinquent, Tuitions)	2,226	1,232	1,541	1,943	2,799

Personnel Employed To Serve Title I/Chapter 1 Students

Summary data indicating the number of teachers, aides, and other professionals employed with Title I/Chapter 1 funds during the past five years reveal the human resources aimed at educationally deprived students and help illustrate the role of Title I/Chapter 1 funds as an educational funding source for these children in the state's 91 school districts.

Number of Professionals and Paraprofessionals Employed

(Supervisors, Counselors, Evaluation Specialists, Administrators, Clerical Aides)

1985	404
1986	398
1987	338
1988	327
1989	344

Number of Teachers Employed

1985	1,154
1986	1,020
1987	991
1988	950
1989	955

Number of Aides Employed

1985	1,265
1986	1,151
1987	1,016
1988	1,120
1989	1,124

*Budget Funds by Type of Service**

This table illustrates budgeted funds by service category and totals for fiscal years 1985-1989. The data provided in this table indicate the extent to which the state's 91 school districts have directed Title I/Chapter 1 funds and resources toward instructional activities.

Type of Service	FY 1985	FY 1986	FY 1987	FY 1988	FY 1989
Instructional Expenditures	$39,383,210	$41,086,370	$40,385,445	$44,769,682	$45,652,335
Supportive and Administrative Services	$ 4,639,539	$ 4,753,277	$ 4,512,938	$ 4,670,740	$ 4,744,514
Other (i.e., fixed charges, indirect costs, portable units)	$11,368,329	$12,145,728	$11,565,012	$12,528,038	$13,864,383
Total	$55,401,078**	$57,985,375**	$56,463,395**	$61,968,460**	$64,261,232**

*Data derived from the June Title I/Chapter 1 progress reports.
**Includes carry-over from previous year.

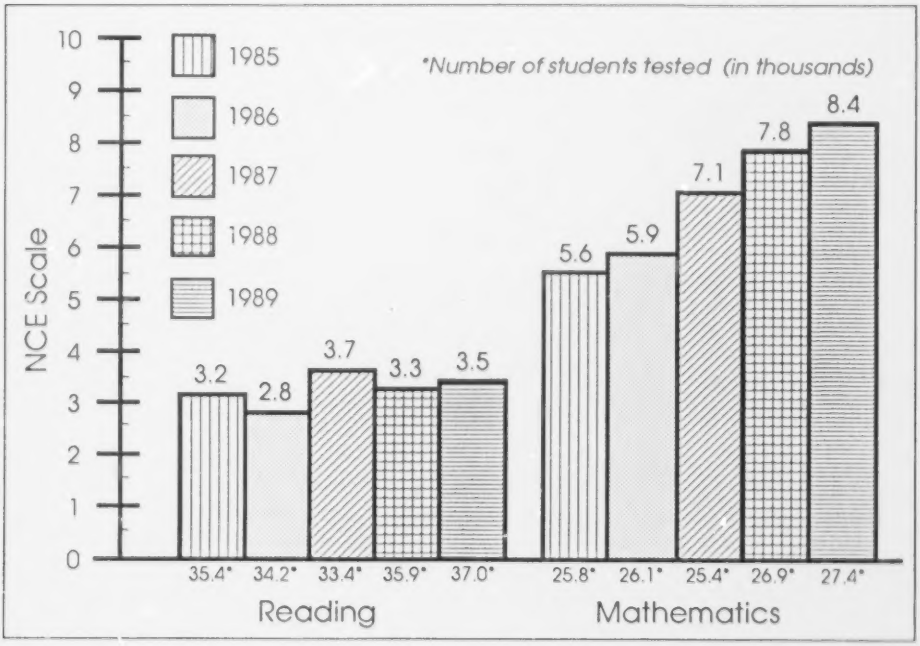
Program Effectiveness

The effectiveness of the Chapter 1 reading and mathematics programs in South Carolina is judged on the basis of a norm-referenced model that was promulgated by the United States Office of Education under Title I of the Elementary and Secondary Education Act. The model uses standardized achievement test scores. Children are given a pretest before or soon after they enter a Chapter 1 program and are given a post-test toward the end of the program year. The actual post-test performance level is compared with the performance level that would be expected if the children had not received special Chapter 1 instruction.

Achievement gains are expressed in Normal Curve Equivalents (NCEs). The expected NCE gain for children in the regular instructional program is zero. That is to say, a zero NCE gain does not represent lack of achievement; it represents average, normal achievement. Any positive NCE gain for Chapter 1 children, therefore, may be attributed to the special treatment that the Chapter 1 program provided.

The graphs shown represent the NCE gains for Chapter 1 reading and mathematics programs in South Carolina for FY 1985, FY 1986, FY 1987, FY 1988 and FY 1989. They are positive and significant. The Chapter 1 program continues to be an important, effective educational resource. Its impact on students is positive because it is well conceived, well-administered, and serves students who are in need of special, supplementary instructional assistance.

South Carolina Chapter 1 NCE Gains



Services Provided for Parents

Another view of the total Title I/Chapter 1 effort in South Carolina is reflected in the participation of parents in the projects designed for their children. This chart illustrates the number of parents involved each year over a five-year period.

1985	7,124
1986	9,656
1987	9,147
1988	14,664
1989	20,819

Exhibiting the Chapter 1 "Programs That Work"

The South Carolina Department of Education held its eighteenth annual Education Fair on May 2, 1990. Projects featuring a variety of educational programs providing solutions to critical educational needs in local school districts were exhibited. The Chapter 1 Basic Grants Section of the Office of Federal Programs selected twenty-five Chapter 1 projects for inclusion. Each of these projects exhibited significant gains at all grade levels served. Local school district personnel who have a responsibility in the development and implementation of Chapter 1 programs, local school district administrative personnel, and members of Chapter 1 parent advisory councils were invited to view the exhibits. Nearly 700 visitors were provided an introduction to these "Programs That Work."

Viewing programs that work elsewhere can often provide possible answers to challenges that previously may have seemed unique. The ED FAIR exhibits provide initial exposure, plus an opportunity for each visitor to talk with personnel involved in implementation.

In order to provide greater visibility to these promising educational practices, each has been briefly described. Each description follows a similar format that offers a concise view and comparative information. In view of demonstrated effectiveness in meeting local Chapter 1 program needs, these summaries are presented in an attempt to provide a resource for ideas, to offer an array of potential solutions and to stimulate districts to include in their planning a review of other successful Chapter 1 programs.

Readiness

District	Dorchester District No. 4
Activity	Readiness
Grades Served	1
NCE Gain	17.9 Reading, 21.0 Math
Students Served	95
Number of Teachers	0
Number of Aides	5
Adult-Student Ratio	1:10
Amount of Supervision	.1
Programs of In-service	5
Delivery System	Readiness Class
Cost Per Student	$554.00

Kinds of Instructional Materials and Supplies

A daily calendar activity, "Math Their Way" materials and activities, "Success in Reading and Writing" activities, daily writing activities, manipulatives, "Learning the Alphabet and Its Sounds" posters and topics, teacher-made games and activities, a variety of materials for recreational reading and a vast assortment of visual aids.

Program Description

Dorchester School District Four's Readiness Program serves first grade students in three elementary schools. Students are served by a teacher and an aide. Mastery of kindergarten objectives is the basis on which individual students move into BSAP reading and math skills. The curriculum centers on the "whole language approach." Enrichment activities and language experience activities are critical to this program throughout the entire school year. In addition to the students reading and writing daily, the teacher also reads aloud to the students every day.

Initial instruction is provided by the teacher. The Chapter 1 aide provides follow-up practice, reinforcement, drill or remediation. Students receive instruction and remediation in flexible grouping situations.

District	Horry County Schools
Activity	Readiness
Grades Served	1
NCE Gain	15.4 Reading, 16.0 Math
Students Served	498
Number of Teachers	0
Number of Aides	27.5
Adult-Student Ratio	1:6
Amount of Supervision	.1 Reading, .1 Math
Programs of In-service	4
Delivery System	Floating Aide
Cost Per Student	$615.00

Kinds of Instructional Materials and Supplies

Houghton-Mifflin Tutorial Kit, printed materials including Houghton-Mifflin Bonus Books, Magic Pictures and readiness activities, manipulatives such as Judy Clocks, thermometers, flannel board letters and numerals, and Unifix cubes. Games including Rhyming Bingo, Sequence Cards, and Math Templates. Teacher/aide-made materials including game boards, file folder activities and clothespin games.

Program Description

The Chapter 1 readiness program is staffed by floating aides. Initial instruction in reading and math is provided by the first-grade teacher using the district's curricula and district-adopted textbooks. The Chapter 1 aide provides follow-up practice, reinforcement, drill, or remediation.

Students may receive help from the aide individually, in a tutorial approach, or in groups of no more than six. Groupings are based on instructional level and may change as the needs of the students change.

In the Chapter 1 readiness program, many students are tutored in reading using the Houghton-Mifflin Tutorial Program. This approach closely correlates to and reinforces the instruction the student is receiving in the basal reading series. Skills practice sheets and instructional games are used to reinforce skill development.

Materials used in the Chapter 1 readiness program in math are selected to correlate closely to the Horry County Math Curriculum. The use of manipulatives to provide concrete experiences is strongly encouraged. Skills practice sheets and instructional games provide students with opportunities for drill and practice.

The teacher and aide meet informally to discuss the skills to be practiced and the progress being made by each student.

District	Richland School District No. 1
Activity	Readiness
Grades Served	1
NCE Gain	Reading 13.5, and Math 11.1
Students Served	765
Number of Teachers	27.5
Number of Aides	0
Adult-Student Ratio	1:6
Amount of Supervision	.7
Programs of In-service	8
Delivery System	Floating Teacher
Cost Per Student	$1,026.00

Kinds of Instructional Materials and Supplies

Readiness Kits, games, puzzles, Beginning-to-Read books, manipulatives, teacher-made materials, construction paper, manila folders, poster board, large brown envelopes, yarn, magic markers, glue, and laminating film.

Program Description

The program provides an extended period of readiness, followed by supplementary instruction in reading and math, to eligible first graders. Floating readiness teachers work with small groups of 2-6 students within their regular classrooms for a minimum of 25-30 minutes per day. Each readiness teacher works with a maximum of 30 students. Manipulative instructional materials, many of which are teacher-made, provide concrete, hands-on learning experiences for students. Frequent conferences between readiness teachers and regular first grade teachers ensure a coordinated effort toward helping students master basic skills.

Kindergarten

District	Marion School District No. 3
Activity	Kindergarten
Grades Served	Kindergarten
NCE Gain	34.9
Students Served	43
Number of Teachers	2
Number of Aides	2
Adult-Student Ratio	1:11
Amount of Supervision	.05
Program of In-service	4
Delivery System	Extended Day
Cost Per Student	$651.00

Kinds of Instructional Materials and Supplies

Language Experience Approach, Shared Book Experiences, Teacher-made Materials, Peabody Kits, Math Manipulatives, daily calendar activities, alphabets and sounds, and an assortment of visual aids.

Program Description

The Extended Day Kindergarten program in Marion School District No. 3 allows Kindergarten activities in Reading and Mathematics to be extended beyond the regular one-half day kindergarten program. The focus of the extended program is on mastery of the Kindergarten objectives. Students are served by one teacher and one aide. By providing regular feedback on each child's daily performance and conducting on-going evaluations, staff members are provided with information and techniques that prompt critical review of their own performance, as well as, the needs of the students. Materials used in the Chapter 1 Extended Day Kindergarten program are selected to provide students with the prerequisite skills to move into BSAP mathematics and reading skills. The use of manipulatives provides concrete experiences and helps students to develop higher order thinking skills.

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Reading

District	Abbeville County Schools
Activity	Reading
Grades Served	6-8
NCE Gain	3.1
Students Served	180
Number of Teachers	2
Number of Aides	2
Adult-Student Ratio	2:15
Amount of Supervision	0
Programs of In-service	19
Delivery System	Special Class
Cost Per Student	$495.53

Kinds of Instructional Materials and Supplies

Apple IIGS Computer and printer with appropriate software for comprehension and vocabulary; LU Diagnostic tests and prescriptions, strand booklets and mastery tests; New Reading and Thinking Skills (Continental Press); New Be a Better Reader (Prentice-Hall); Focus on Reading (Merrill); Keystones (Modern Curriculum Press); Literary Skills for the Middle School (Teacher-developed Kit); Assorted reproducible materials for drill and practice.

Program Description

Our remedial reading program utilizes three types of instruction. New skills are introduced to the entire class. Reinforcement is done with small groups to accommodate varying rates of learning. Students needing extra practice and drill are given individualized attention.

Basically all instruction is done in a holistic manner. For instructional purposes, several skills are emphasized within each reading passage. Teaching is done with a spiral approach rather than isolating reading skills for instruction. Vocabulary is an important part of each reading lesson. Context, multi-meaning words, analogies, and other vocabulary skills are stressed in most lessons.

Our program incorporates the basal skills continuum. However, most reading passages are selected from trade books instead of the basal reader. Recreational reading is encouraged, and is a vital component of our motivational emphasis.

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District	Anderson School District No. 5
Activity	Reading
Grades Served	1-5
NCE Gain	4.3
Students Served	352
Number of Teachers	9.0
Number of Aides	0
Adult-Student Ratio	1:8
Amount of Supervision	.6
Programs of In-service	9
Delivery System	Special Class
Cost Per Student	$795.00

Kinds of Instructional Materials and Supplies

Harcourt, Brace, and Jovanovich basal reading series; Apple IIe computers and software; Comprehension We Use Workbooks; Instant Readers and Cassettes; Classroom sets of paperback books; Phonics Workbooks; Versa Tiles Reading Comprehension Lab; and teacher-made materials.

Program Description

The Chapter 1 reading program serves first through fifth grade students by providing additional instruction in reading. The Chapter 1 reading teacher works 30 minutes daily with students in groups of no more than eight children. Individualized and small group instruction provide learning experiences that reinforce skills the classroom teacher has already introduced. Coordination with this classroom instruction encourages every student to advance at his/her own rate.

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District	Bamberg School District No. 2
Activity	Reading
Grades Served	2-5
NCE Gain	6.4
Students Served	105
Number of Teachers	2.5
Number of Aides	2.5
Adult-Student Ratio	1:12
Amount of Supervision	.1
Programs of In-service	5
Delivery System	Special Class
Cost Per Student	$849.00

Kinds of Instructional Materials and Supplies

Computer Curriculum Corporation (CCC) individualized computer system; Specific Skills Series - Barnell Loft 9 skill packets; Clifford Reading Series; BSAP Sight Word Games; SRA Schoolhouse Comprehension Patterns; SRA Schoolhouse Word Attack; BRU (basic reading units) Inference and Conclusions-The Continental Press Inc.; HBJ Reading Program; The Phonic Program Word Building and Word Analysis Technique by Bell and Howell; Frank Schaeffer's Teaching Club: Getting the Main Idea-Barnell Loft; The Phonics Program Sound Blending and Beginning Phonetic Skills by Bell and Howell; Skillpacers-Random House; BSAP Teacher-made Flash Cards Word Game; Bonus Pack-Scott-Foresman, and Company.

Program Description

The Chapter 1 Reading program at Denmark-Olar Elementary School serves students in grades 2-5. Students are grouped generally by grade and according to their identified needs. All students receive instruction from the regular reading teacher to meet the state Defined Minimum Program requirements. In addition to instruction from the regular teacher, all students receive instruction for at least 40 minutes per day from the Chapter 1 reading teacher and aide.

The students also complete a 10-minute computer lesson daily. Students are placed on appropriate levels and many supplementary materials, manipulatives, and equipment are used. The Chapter 1 teachers meet regularly with the regular teachers to coordinate instruction based on the individual needs of the student. Student progress is maintained through individual folders, computer progress sheets, formal and informal tests, and progress reports.

Parents are involved through conferences, monthly meetings, letters, phone calls, progress reports, and open classroom visitations.

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District	Dorchester School District No. 2
Activity	Reading
Grades Served	1-6
NCE Gain	6.3
Students Served	609
Number of Teachers	13
Number of Aides	0
Adult-Student Ratio	1:10
Amount of Supervision	.2
Programs of In-service	8
Delivery System	Special Class
Cost Per Student	$802.00

Kinds of Instructional Materials and Supplies

Basal Text; Supplementary materials; Computer with printer; and Tape Recorders and Story Tapes.

Program Description

In Dorchester School District No. 2, Chapter 1 instruction is provided through direct teaching, as well as, small/large group instruction. Students receive 50 minutes of Chapter 1 instruction with no more than 10 students per class. The Chapter 1 teachers recognize that motivation is a key that can unlock the door to literacy for the At-Risk students. Therefore, motivation is the critical element used to maximize academic achievement.

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District	Fairfield County Schools
Activity	Reading
Grades Served	1-6
NCE Gain	4.4
Students Served	192
Number of Teachers	4.8
Number of Aides	0
Adult-Student Ratio	1:12
Amount of Supervision	.33
Programs of In-service	5
Delivery System	Special Class
Cost Per Student	$637.00

Kinds of Instructional Materials and Supplies

Computer-Assisted Instruction including MECC and other commercial software programs; Spotlight on Reading-Random House; Specific Skills Series - Barnell Loft; Classroom paperbacks; and Teacher-made materials.

Program Description

Students receive 50 minutes of Chapter 1 reading instruction daily. This is in addition to the required DMP instructional time. The Chapter 1 teacher reinforces reading skills taught by the regular teacher through direct teaching, small/large group, individual, and computer-assisted instruction. Also, the Chapter 1 teacher closely coordinates instruction by conferring with the regular classroom teacher on a regular basis.

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District	Horry County Schools
Activity	Reading
Grades Served	2-6
NCE Gain	4.6
Students Served	782
Number of Teachers	13.5
Number of Aides	13.5
Adult-Student Ratio	2:18
Amount of Supervision	.8
Programs of In-service	6
Delivery System	Special Class
Cost Per Student	$815.00

Kinds of Instructional Materials and Supplies

A variety of materials is used in the implementation of this activity. Materials that are compatible and supplementary to the basal text are selected. The materials include instructional games, teacher-made drill materials, duplicating masters, filmstrips, cassettes, paperbacks for independent reading, newspapers, Apple IIe computers and software. Computer Curriculum Corporation labs provide individualized assistance with skills and objectives.

Program Description

The Chapter 1 reading program in Horry County School District is a supplemental, special program serving grades 2-6 in fifteen elementary and primary schools. The Chapter 1 reading class is staffed by a teacher and aide serving a maximum of eighteen students during a 50-minute instructional period. The district's reading curriculum for each child is planned and taught by the regular classroom teacher with the Chapter 1 teacher and aide reinforcing, providing supplemental practice, and remediating skills taught by the regular teacher. The regular teacher and Chapter 1 teacher plan on a regular basis the skills and objectives to be taught in the Chapter 1 class.

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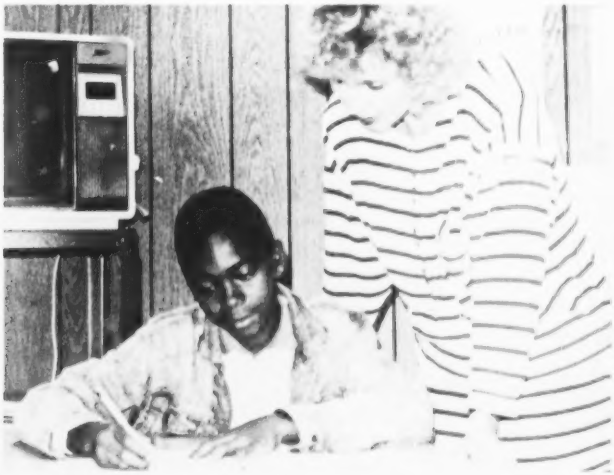
District	Lexington School District No. 2
Activity	Reading
Grades Served	6-8
NCE Gain	7.2
Students Served	178
Number of Teachers	3.2
Number of Aides	3.2
Adult-Student Ratio	1:12
Amount of Supervision	.3
Programs of In-service	3
Delivery System	Alternate Class
Cost Per Student	$671.37

Kinds of Instructional Materials and Supplies

Wicat Lab, Stars and Scope Magazines, Newspapers, Fastbacks by Fearon, Big League Baseball Reading Kit by Educational Insights, Double Action Books by Scholastic, Flashbacks by Fearon, Novels by Turman, Clues for Better Reading Kits, World of Entertainers by Educational Insights, Mysteries of Science by Educational Insights, Miscellaneous Workbooks, Single and Double Action, Troll Listening Cassettes, Diagscriptive Reading I and II by Educational Activities, How to Read for Everyday Living by Educational Activities, Bad Dog Film Series, Teacher-made materials, and state-adopted textbooks.



Program Description

The Lexington District Two's Chapter 1 middle school reading program utilizes a variety of materials and techniques. Students attend the class daily for a 50-minute period. Students are given diagnostic tests at the beginning of the school year. Strengths and weaknesses are identified by skill area. The teacher/aide team works together to motivate the students and improve reading proficiency. Emphasis is placed on adequately placing and pacing students. Achievement is assisted throughout the year.

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District	Lexington School District No. 5
Activity	Reading
Grades Served	1-6
NCE Gain	5.8
Students Served	350
Number of Teachers	7
Number of Aides	0
Adult-Student Ratio	1:5
Amount of Supervision	.2
Programs of In-service	5
Delivery System	Special Class
Cost Per Student	$703.00

Kinds of Instructional Materials and Supplies

The whole language approach is used for instruction. The materials for this approach include: children's books from recommended lists of children's literature, Apple Computers with software such as Minnesota Educational Computing Corporation (MECC) and Prescription Learning, and students' personal writings are also used.

Program Description

A certified Chapter 1 teacher who has a master's degree in reading serves 50 students daily. The students are assigned to spend 30 minutes in the reading class for the reinforcement of skills that the student is learning in the regular class. Each Chapter 1 teacher meets periodically with the regular classroom teacher to ensure coordination as well.

Skills reinforcement is provided through the whole language approach which includes the use of children's literature. Many opportunities are given to the students to practice skills as they write their own stories and then use the Apple computers to publish the stories that they have written. With the use of appropriate computer software programs from MECC, Prescription Learning, and other selected reading software publishers, the students are able to practice the skills which they need to improve in reading achievement.

Chapter 1 classes have an average of five students per class. Therefore, the teachers can work with both small groups and individuals.

An important ingredient of the program is parent contact. Through conferences, sending student's work home, and the annual open house in each class, parents are allowed to see the program "in action."

District	Richland School District No. 1
Activity	Reading
Grades Served	2-5
NCE Gain	2.7
Students Served	740
Number of Teachers	14
Number of Aides	14
Adult-Student Ratio	1:5
Amount of Supervision	.4
Programs of In-service	10
Delivery System	Floating Teacher and Aide
Cost Per Student	$720.00

Kinds of Instructional Materials and Supplies

A variety of materials is used to implement this activity. Reteaching-reinforcement masters (supplementary materials for the Silver Burdett and Scott-Foresman basal reading series) are used to coordinate the Chapter 1 program and these two district basal reading series. Lesson plans from a Chapter 1 Resource Guide and other materials (both commercial and teacher-made) are used to teach specific reading skills. These materials include workbooks, masters, word cards, cassette learning packages, computer software, games, and manipulatives. A library of paperback books is maintained to foster group and independent reading.

Program Description

Students receive instruction in the regular classroom for 30-40 minutes each day. This instruction is supplementary to the regular reading program and is provided by either a Chapter 1 teacher or Chapter 1 teacher/aide team depending on the size of the group. Students are involved in small group or individualized instruction based on diagnosed skill needs and recommendations of the regular reading teacher. Working in the regular classroom fosters close coordination between the Chapter 1 and the regular teacher. Emphasis is placed on mastery of skills on the district's reading continuum, vocabulary building, and reading a variety of stories, especially paperback books.

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District	Richland School District No. 1
Activity	Reading-Extended Day Program (ESP)
Grades Served	2-5
NCE Gain	3.4
Students Served	215
Number of Teachers	13
Number of Aides	18
Adult-Student Ratio	2:12
Amount of Supervision	.3
Programs of In-service	7
Delivery System	Extended Day
Cost Per Student	$720.00

Kinds of Instructional Materials and Supplies

The Scott-Foresman FOCUS basic reading series is the core material used in implementing this activity. The student textbook, workbook, and quarter tests are used. When needed, a variety of other supplementary materials are available to reinforce specific reading skills. These materials include: workbooks, masters, cassette learning packages, computer software, word cards, games, and manipulatives.

Program Description

In the ESP program, students receive instruction after the regular school day. There are 2 periods of 30-45 minutes each day. If a student qualifies for both reading and math, he attends a class in each area. If he qualifies for only reading, he attends that class and an Applied Curriculum Extension (ACE) class. The ACE classes vary according to the ESP school. The ACE teacher and aide provide students with activities in physical education, music, library or computer-assisted instruction to reinforce the reading objectives. Each reading class is staffed by a teacher and an aide who work with approximately 12 students per period. The teacher initiates the instruction in the FOCUS basic reading series. The aide assists in reinforcing and maintaining skills by using the FOCUS workbook and other supplementary materials. Students are tested for mastery of skills and individual tracking charts are maintained. A head teacher at each school is responsible for administering the program.

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District	Richland School District No. 2
Activity	Reading
Grades Served	1-5
NCE Gain	4.4
Students Served	210
Number of Teachers	0
Number of Aides	7.02
Adult-Student Ratio	1:6
Amount of Supervision	.20
Programs of In-service	6
Delivery System	Floating Aide
Cost Per Student	$408.00

Kinds of Instructional Materials and Supplies

Basal text supplementary materials; Specific skills materials for developing comprehension; Scholastic paperback books (at least 3 books are given to each student to keep); Language boards with letter sets, sight words sets, and phonics sets; Games and materials made by teachers and teaching assistants; and, computers with reading and enrichment software.

Program Description

The Chapter 1 Elementary Reading Program in Richland District Two is conducted at Conder, Blythewood, Keels, Nelson, and North Springs Elementary schools. Eligible students in grades 1-5 are served by teacher assistants who are scheduled to work in the classroom or a teacher-designated area during the regular class period. Teaching assistants work only with identified Chapter 1 students on an individual or small group basis (group size 1-6) using plans developed by the classroom teacher. The teaching assistants provide extra supervised practice activities for 20-30 minutes daily in skill areas of greatest need. The maximum load for a full-time Chapter 1 teaching assistant is 30 students. Teaching assistants are also scheduled a planning period each day. Test data, work folders, and grades are kept by the classroom teachers.

Chapter 1 reading students also take part in the Take-Home Computer activity which makes available - for a six-week period - a computer and appropriate reading and enrichment software for students and parents to use at home.

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District	Saluda School District No. 1
Activity	Reading
Grades Served	2-4
NCE Gain	5.9
Students Served	60
Number of Teachers	1
Number of Aides	1
Adult-Student Ratio	2:12
Amount of Supervision	.5
Programs of In-service	8
Delivery System	Alternate Class
Cost Per Student	$1,331.00

Kinds of Instructional Materials and Supplies

Computers; System 80 with materials; Language Masters; Multiple Skills Series (Barnell-Loft); Time on Task Sheets; MacMillan Basal; and various software.

Program Description

The Chapter 1 program at Saluda Elementary School consists of alternate classes. They offer improved educational opportunities to compensate for adverse conditions such as underachievement, poor motivation, and academic failure.

Program goals and objectives are coordinated with the local curriculum guide, state level objectives, as represented by BSAP, and national curriculum through the use of the CTBS. Instruction is provided through directed teaching, large/small group, individual, and computer-assisted instruction.

Evaluation is a continuous process that provides up-to-date information and assists in determining instructional procedures.

Chapter 1 parents are offered numerous opportunities to learn about the program and their child's progress. There are activities such as: Open House, a parents' meeting for the Chapter 1 program, a spring conference day, parent-teacher conferences, newsletters, and telephone calls.

There is also a Take-Home Computer program that gives every student an opportunity to use an Apple IIe computer at home.

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District	Sumter School District No. 17
Activity	Reading
Grades Served	1-5
NCE Gain	6.9
Students Served	286
Number of Teachers	4
Number of Aides	1
Adult-Student Ratio	1:8
Amount of Supervision	.2
Programs of In-service	10
Delivery System	Special Class
Cost Per Student	$1,500.00

Kinds of Instructional Materials and Supplies

Computer-assisted instruction; Jostens Learning; Scott-Foresman; FOCUS: Reading for Success.

Program Description

Our Basic Skills Resource Teachers (BSRT) supplement the classroom teachers reading program using computer-assisted technology for classroom management, as well as, skill-and-drill. The BSRT does teacher-directed activities with a wide range of supplemental and teacher-made materials. Time is given for recreational reading and writing in response to their reading. Books are available to take home from the classroom and all students are encouraged to read at home. The BSRTs have evening meetings to train the parents on how they can help their child.

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District	York School District No. 3
Activity	Reading
Grades Served	2-6
NCE Gain	5.5
Students Served	284
Number of Teachers	5
Number of Aides	20
Adult-Student Ratio	1:15
Amount of Supervision	.4
Programs of In-service	5
Delivery System	Floating Teacher and Aide
Cost Per Student	$601.27

Kinds of Instructional Materials and Supplies

Manipulatives and teacher-made games, puppets. Commercially produced kits such as Hoffman, AIMS, phonics and reading tape sets and stations. Consumable workbooks and worksheets. Selected (classic) literature books for read aloud and silent reading - appropriate for each grade level. Computers with MECC software and other commercial software programs, System 80 programs, and Charlie teaching machines.

Program Description

The Chapter 1 elementary reading program provides reinforcement, extra practice, and drill to students in grades 2-6 by service through floating teachers and aides.

The teachers work with and plan for the aides, provide in-depth diagnostic/prescriptive and tutorial services, and serve as a resource to classroom teachers and aides concerning appropriate instructional methods and materials. The teachers and aides work with small groups of eligible students within the classroom and pull-out services are utilized for specific activities and computer work. Materials used are supplementary and parallel to the basal reading textbook.

Mathematics

District	Bamberg School District No. 2
Activity	Math
Grades Served	6-8
NCE Gain	7.9
Students Served	55
Number of Teachers	1
Number of Aides	1
Adult-Student Ratio	1:12
Amount of Supervision	.1
Programs of In-service	4
Delivery System	Special Class
Cost Per Student	$616.00

Kinds of Instructional Materials and Supplies

Our Middle School Chapter 1 math program uses Josten's Learning (formerly Prescription Learning) math lab software and a variety of materials including: measurement kits, protractors, rulers, compasses, individualized computational skills sheets, and Mathematics Unlimited resource books.

Program Description

The Chapter 1 Math program at Denmark-Olar Middle School serves students in grades 6-8. Students are grouped generally by grade and according to their identified needs. All students receive instruction from the regular math teacher to meet the state Defined Minimum Program requirements. In addition to instruction from the regular teacher, all students receive instruction for at least 50 minutes per day from the Chapter 1 math teacher and teacher aide.

The instructional methods used in our program include individual assistance, small group discussions, lectures, question and answer sessions, chalkboard demonstrations, practice work, homework assignments, and Josten's Learning Computer Math Lab.

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District	Edgefield County School District
Activity	Math
Grades Served	2-8
NCE Gain	15.1
Students Served	230
Number of Teachers	4.0
Number of Aides	5.0
Adult-Student Ratio	1:6
Amount of Supervision	.2
Programs of In-service	5
Delivery System	Special Class Laboratory
Cost Per Student	$885.98

Kinds of Instructional Materials and Supplies

Prescription Learning software and materials, Rainbow Learning Arcade materials, Hoffman Instructional Program, SRA, Spotlight on Math, System 80 math materials, other computer software, games, manipulatives, Speak & Math, and Barnell-Loft problem solving.

Program Description

The Edgefield County Chapter 1 math program is a limited pull-out project serving students in a laboratory setting with the following instructional methods: individual assistance, small/large group instruction, as well as, computer-assisted instruction. In addition to the Chapter 1 program, students receive math instruction from the regular classroom teacher.

After diagnostic testing, a prescription is generated through a computerized classroom management system (Prescription Learning) for each student's specific math skill needs. As each student works through his prescription, he uses a variety of materials, activities, and instruments to increase his skill competency. The teacher changes the skill continuum as mastery occurs.

A well-equipped laboratory setting, motivational techniques, and time on task, coupled with qualified, caring teacher-aide teams ensures success for students.

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District	Florence School District No. 2
Activity	Math
Grades Served	5-7
NCE Gain	8.4
Students Served	83
Number of Teachers	1
Number of Aides	1
Adult-Student Ratio	1:4
Amount of Supervision	.2
Programs of In-service	5
Delivery System	Special Class
Cost Per Student	$483.08

Kinds of Instructional Materials and Supplies

Computer Curriculum Corporation CAI Lab, Math Manipulatives.

Program Description

Florence County School District Two's Chapter 1 Math program is designed to supplement the district's regular math program. Chapter 1 math students receive math instruction, as prescribed by the DMP, from the regular math teacher and 25 minutes of supplemental math instruction from the Chapter 1 teacher on a daily basis. The Chapter 1 teacher uses Basic Skills Class Profile Sheets, CCC grouping reports, teacher-made diagnostic materials, and input from the regular math teacher to determine objectives for each student. Each student receives ten minutes of intensive drill on the CCC computer and direct instruction from the Chapter 1 teacher and/or aides daily. The Chapter 1 teacher maintains frequent communication with the regular teacher and with parents via formal and informal conferences.

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District	Marlboro County School District
Activity	Math
Grades Served	3-8
NCE Gain	13.3
Students Served	588
Number of Teachers	9.8
Number of Aides	9.8
Adult-Student Ratio	1:6
Amount of Supervision	1.0
Programs of In-service	4
Delivery System	Special Class
Cost Per Student	$536.39

Kinds of Instructional Materials and Supplies

Instructional materials and supplies include the Marlboro County Curriculum Guide, Merrill Mathematics Grades 3-8, Spotlight on Math, Math Imagination, "Math Their Way" materials and other manipulatives, math games and teacher-made activities, MECC software and other commercial software programs, Apple IIe computers, classroom calculators, ITV (Instructional Television), Digitors, and Spectra Machines.

Program Description

The Marlboro County School District Chapter 1 math program serves nine schools. The students in grades three through eight receive 50 minutes of Chapter 1 math instruction daily. This instruction is in addition to the instructional time for math as required by the DMP. The identified students are instructed by a certified teacher and an aide in a special class setting.

The goals and objectives of the program are based on the district curriculum guide and the South Carolina Basic Skills Objectives. The Chapter 1 teachers vary instructional methods with individual, small group/large group, as well as, computer-assisted instruction.

The Chapter 1 teacher and regular classroom teacher communicate formally and informally on a regular basis to coordinate skills and review student progress.

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District	Richland School District No. 1
Activity	Math
Grades Served	2-5
NCE Gain	11.1
Students Served	365
Number of Teachers	7
Number of Aides	7
Adult-Student Ratio	2:8
Amount of Supervision	.3
Programs of In-service	9
Delivery System	Floating Teacher and Aide
Cost Per Student	$705.00

Kinds of Instructional Materials and Supplies

Teacher-made materials; Teacher's Guides for Basal Math Textbooks; Math Resource Books for Teachers; Mathematics Kits; Duplicating Masters (Blackline); Transparencies; Computer Programs; Compasses; Protractors; Rulers and Yardsticks; Solid Geometric Figures; Flashcards; Games; Calculators; Base Ten Blocks; Pattern Blocks; Tangrams; Geoboards; Play Money; Toy Clocks; and Attribute Blocks.

Program Description

Eligible students in grades 2-5 receive math instruction from the Chapter 1 teacher or assistant as a supplement to the instruction by the regular math teacher. This additional instruction takes place in the regular teacher's classroom. Students are taught in groups of one to eight for 30-40 minutes each day. PRIME, the math curriculum in District One, is the basis for instruction. A wide variety of instructional materials, both commercial and teacher-made, are used to teach and reinforce math concepts to individuals and small groups. Diagnostic tests are used to identify needed areas of instruction and mastery tests are given to determine the progress made by each student. Monthly conferences between the Chapter 1 teacher and the classroom teacher ensure coordination of Chapter 1 lessons with the regular math program.

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District	York School District No. 4
Activity	Math
Grades Served	3-5
NCE Gain	13.5
Students Served	68
Number of Teachers	1
Number of Aides	1
Adult-Student Ratio	1:5
Amount of Supervision	.1
Programs of In-service	5
Delivery System	Special Class
Cost Per Student	$600.00

Kinds of Instructional Materials and Supplies

Merrill Mathematics Reteaching Activity Sheets; Teacher-made and commercially prepared skill sheets; Assisted manipulatives and counting devices; Various visual aides; Tapes, records, calculators, and computers; and Computer software including: Scott-Foresman Math Series, MECC, Sunburst, DLM, and Merrill Mathematics (which correlate with text).

Program Description

The Chapter 1 Math Lab at Fort Mill Elementary School is designed to support the efforts of the classroom teacher. The participants are selected using teacher judgment and total math scores on the CTBS and/or BSAP. Students receive math instruction from their regular classroom teacher then they attend the math lab for thirty minutes of additional assistance. Based on periodic diagnosis of the students by the classroom teacher, as well as the lab teacher, the student's weaknesses are addressed and remediation of identified areas is offered. Using Reteaching Activity Sheets (which follow each lesson in the Merrill Math text), a student works with the math lab teacher or aide on skills or concepts presented in the regular classroom. The student is then assigned to a computer for further work on identified weaknesses.

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Parent Involvement

District	Spartanburg School District No. 7
Activity	Parent Involvement
Grades Served	1-8
NCE Gain	Not Applicable
Students Served	1,600
Number of Teachers	7
Number of Aides	0
Adult-Student Ratio	1:200
Amount of Supervision	.5
Programs of In-service	7
Delivery System	Parent Workshops/Activities
Cost Per Student	$320.00

Kinds of Instructional Materials and Supplies

The major instructional materials are centered around the Take Home Computer Program. Josten's reading, math, and enrichment software components are used with 250 IBM Model 25 computers. Consumable student books and parent guides are also used. In addition to the Take Home Computer equipment, software and materials, other general supplies for making learning activities are used for additional parent workshops and family-centered learning activities.

Program Description

In Spartanburg County School District No. 7, the Chapter 1 Parent Involvement Program employs 7 certified teachers as Parent Involvement Facilitators. The role of the Facilitator is to improve communication between the home and school and to actively involve parents in the education of their children. Strategies used by the Parent Involvement Facilitators to achieve these goals include implementing the Chapter 1 Take Home Computer Program, conducting a variety of school-based parent workshops on timely topics, and facilitating 6 districtwide Chapter 1 parent meetings. During the school year, Parent Involvement Facilitators make hundreds of two-way contacts with parents, resulting in an overwhelming response from parents and family members. Over 800 parents have attended districtwide activities; over 400 parents have attended small group school-based workshops; and parents representing over 1,200 students have participated in the Take Home Computer Program. Parents are included in the planning and implementing of the Parent Involvement Activities. The Facilitators identify parents who serve on the Parent Advisory Council for this program. These parents are consulted in the planning and aid in the implementation of the activities.

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